

2009 / 2010



Room Supervisor's Manual

NOW INCLUDES
Instructions for Special Testing



How to Contact PLAN Customer Services

**ACT makes the following toll-free number available to test supervisors.
This number is NOT to be given to students or parents.**

800/553-6244, extension 1029

TDD for hearing impaired (must call from a TDD) 319/337-1524

ACT Office Hours: 8:30 A.M.–5:00 P.M. central time, Monday–Friday

Visit ACT's website at **www.act.org**

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

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PLAN Test Administration Guidelines

This guide is designed to provide direction to you, the room supervisor, in administering the PLAN® test, including specific instructions as well as a script for conducting the timed test portion and optional verbal instructions for completion of the non-test portion of PLAN. **Please** study these instructions before the test day.

If you have questions concerning the administration of PLAN, check with your school's PLAN test supervisor. If needed, they may call PLAN Customer Services during regular office hours, 8:30 A.M.–5:00 P.M. central time, Monday through Friday, at 800/553-6244, extension 1029.

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction. Make sure bulletin board materials related to potential test questions (English, mathematics, reading, and science), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered. If possible, every testing room should have a clock, although this is not a requirement.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side-by-side. Students should not be distracted by inadequate writing surfaces. Lap boards should not be used.

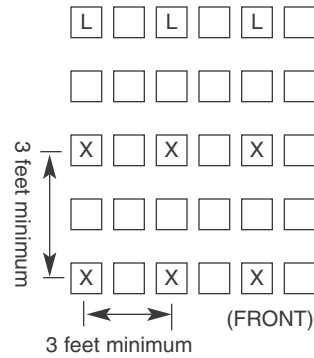
Where possible, plan to seat students in a block so that all rows (side-to-side) and columns (front-to-back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. All students must face the same direction. Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder-to-shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs side-by-side and instruct students to use the writing surface of the empty chair on the left.

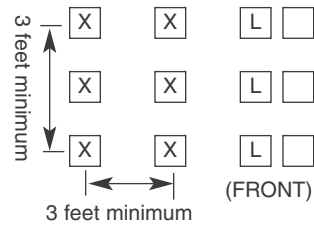
Examples of Seating Arrangements

X = one examinee; L = one left-handed examinee; □ = one desk

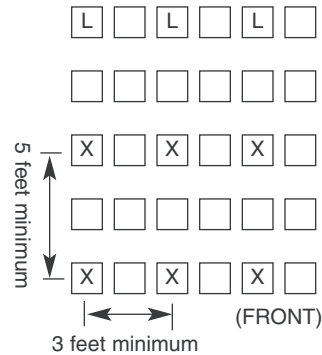
1. Level seating with stationary desks



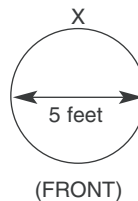
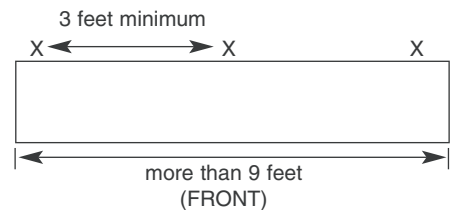
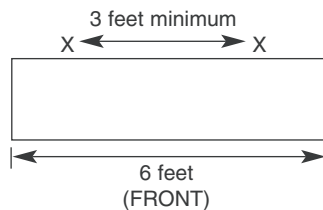
2. Level seating with movable desks



3. Elevated seating



4. Tables



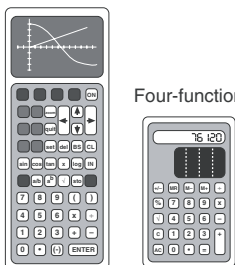
Use of Calculators on the Mathematics Test

ACT allows the use of a calculator on the PLAN Mathematics Test (but not on any of the other tests in PLAN). Students are **not required** to use a calculator. All problems can be solved without a calculator. If students regularly use a calculator in their math work, they may wish to use one they are familiar with as they take the Mathematics Test. Using a more powerful, but unfamiliar, calculator is not likely to give students an advantage over using the kind they normally use.

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, they will be required to modify some of the calculator's features.

Examples of Permitted Calculators

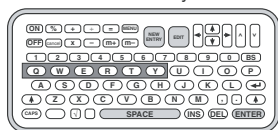
Scientific or graphing



Four-function

Examples of Prohibited Calculators

QWERTY keyboard



Paper tape



Calculators Permitted with Modification

The following types of calculators are permitted, but **only** after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape.
- calculators that have power cords—Remove all power/electrical cords (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G).

Prohibited Calculators

The following types of calculators are **prohibited**:

- calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**; and the **TI-Nspire CAS**—Note: The **TI-Nspire** (non-CAS) is permitted.
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, **ClassPad 330**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—*Note: Letter keys **not** in QWERTY format are permitted.*

ACT regularly updates information about which calculators are **prohibited**. To be certain their calculator will be permitted on test day, students should visit www.actstudent.org/plan/tips/calculator.html or call 800/498-6481 for a recorded message.

On Test Day

Students are responsible for making sure their calculator is working and has reliable batteries. Students may bring a backup calculator and extra batteries to the test. Testing staff will **not** supply batteries or calculators. Students will **not** be allowed to share calculators during testing.

Testing staff will check calculators to verify they are permitted, and they will monitor students' use of their calculators to ensure that the students:

- use a calculator only during the Mathematics Test;
- use a backup calculator only after it has been checked by a member of the testing staff;
- do not share a calculator; and
- do not store test materials in the calculator's memory.

If a student's calculator has characters one inch high or larger, or a raised display, testing staff may seat the student where no other test taker can see the calculator.

**Unauthorized
Testing Aids**

The use of highlight pens, scratch paper, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Scratch work is to be done in the test booklet.

Guessing

Specific instructions about guessing are printed on the back cover of the test booklets. If students ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Rest Period

Follow instructions from your supervisor; you may allow students a short (5–10 minutes) rest period between Tests 2 and 3. If the non-test sections are administered in the same session as the academic tests, you may also allow a break before Test 1. Do not allow students to leave the room except to use the restroom; they may stand beside their desks for a few moments.

**Leaving the Room
During Testing**

Students may be allowed to go to the restroom during the timed portion of the tests, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time. Collect the test booklet and answer folder before the student leaves the room and return the materials when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Such absences need not be recorded on the Testing Irregularity Report form. **Do not leave a testing room unsupervised at any time.**

**Announcement of Time
Remaining**

A verbal announcement of time remaining will be read five minutes before the end of each test. Do not distract examinees during the test session with additional oral or written announcements of time remaining.

If a clock is visible to all students in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time—9:00, Stop time—9:30). Do not post time remaining.

Electronic Devices

Examinees are not allowed to have pagers or cell phones on their person. Preferably they should not bring them into the testing room; if they do, these devices should be turned off and placed under the student's desk. Beeper alarms on watches, pagers, or cell phones can distract examinees. A warning to examinees to NOT set watch or cell phone alarms is included in the verbal instructions.

**Testing Irregularity
Report**

The Testing Irregularity Report on page 31 is intended for use primarily by school personnel as a record of any test administration irregularities that may affect student scores or the interpretation of PLAN results. Testing personnel should use the form to report any of the irregularities occurring within the room. Retain Testing Irregularity Reports and voided answer documents in your school at least until PLAN results are received and distributed to students.

If any irregularities are reported involving defective materials, challenged test items, or timing errors that could not be corrected, forward a copy of the report to ACT with completed answer folders. Attach defective materials to the report.

**Student Challenge of
Test Items**

If a student challenges typographical errors or ambiguities in particular test items, include an explanation of the student's question on the Testing Irregularity Report and return the form with the answer folders to your test supervisor.

Mistiming

Use a stopwatch or interval timer to keep time. Extreme vigilance must be maintained to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start and Stop times and the 5-minute time remaining must be written in the appropriate place in this manual and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming does occur, allow the students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, do not interrupt their work. Wait until that test has been completed; then, allow the additional time on the previous test.

Defective Test Booklet or Answer Folder

Use an extra test booklet to replace a defective one. Replace a defective answer folder with a new one as soon as the defect is discovered. Have the student transfer **all** information to the new answer folder. (This may occur after the test session so that the student does not lose testing time.) Mark the defective answer folder VOID. Describe the defective materials on the Testing Irregularity Report and attach all defective materials to the report.

Voiding Tests or Answer Folders

Individual tests may be voided by gridding the appropriate oval under Scoring Codes at the top of the back page of the answer folder (illustrated below)—E to void English, M to void Mathematics, R to void Reading, and S to void Science. If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the student’s file or your testing files to verify the reason the student is not receiving a score report. **Do not** return the voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ROOM SUPERVISOR S MANUAL									
Accommodations Mark only one.					Scoring Codes		Special Status Codes Mark all that apply.		
(1)	(3)	(5)	(7)	(9)	(E)	(R)	<input type="checkbox"/> HB	<input type="checkbox"/> ME	<input type="checkbox"/> Y
(2)	(4)	(6)	(8)	(10)	(M)	(S)	<input type="checkbox"/> SE	<input type="checkbox"/> M	<input type="checkbox"/> Z
							<input type="checkbox"/> LEP	<input type="checkbox"/> R	
							<input type="checkbox"/> FL	<input type="checkbox"/> X	

Student Who Becomes Ill

If a student becomes ill and asks to leave the room after starting the timed academic tests, collect the student’s answer folder and test booklet. If the student returns and continues testing, the time lost may not be made up. Record the lost time on the Testing Irregularity Report.

If the student wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all non-test sections completed and tests attempted will be scored. If the entire answer folder is to be voided, mark it VOID; DO NOT return the answer folder to ACT. For school records, make an entry on the Testing Irregularity Report explaining why the answer folder was voided.

Prohibited Behavior

- The following behaviors are prohibited during administration of the PLAN tests:
- Looking back at a previous test on which time has already been called
 - Looking ahead in the test booklet
 - Looking at someone else’s test booklet or answer folder
 - Disturbing other examinees
 - Giving or receiving assistance
 - Using highlight pens, scratch paper, notes, or dictionaries
 - Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
 - Using a calculator on any test other than the Mathematics Test
 - Sharing a calculator with another examinee
 - Using calculators to share or exchange information during the test
 - Using an unapproved calculating device
 - Attempting to use a calculator’s memory to remove test materials, including test questions or answers, from the test room

If you **SUSPECT** a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited and continue close observation. To discourage looking at someone else's answer folder or giving or receiving assistance, you may move the student to another seat. Document your suspicions and actions on the Testing Irregularity Report.

If you **OBSERVE** any of these behaviors, collect the answer folder and test booklet. Advise the student that the answer folder will not be scored. Void the entire answer folder and the test booklet, but do not return them to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.

Accommodated Testing Information

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section **PLAN Test Administration Guidelines** should be followed precisely unless specifically addressed in this section of the manual.

Administration of PLAN with accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of PLAN only for students with **current documented disabilities**, and who have been **professionally diagnosed** as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individual Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation. Students and parents should understand that students will not necessarily be eligible for accommodations on the ACT simply because they receive accommodations on PLAN.

Students may be accommodated for testing if the student requires:

- audiocassette, audio CD, or braille version of the test
- a reader (must use reader's script prepared by ACT and test individually in a separate room)
- a marker to record student responses on the answer sheet
- additional breaks with standard time (requires a separate room)
- separate test sessions
- testing over multiple days
- extended time to complete each test
- a sign language interpreter to sign verbal instructions, test items, and response choices in exact English if authorized by the test supervisor (must test individually in a separate room)

Testing Arrangements

Accommodated testing may be administered at a time mutually convenient for the student and test supervisor, as close as possible to the date on which PLAN is administered to other students. Students receiving extended time, any type of assistance from a reader or marker, should be tested in a separate room. Tests should be administered at the school, not in the supervisor's home or other location, unless the student is currently confined to the home or is receiving homebound instruction. Parents should not administer the tests to their own children.

Testing Over Multiple Days or During Separate Sessions

If testing over multiple days has been authorized, each test must be completed during one session and the examinee may not return to a previous test after being dismissed for that testing session.

Testing More than One Examinee at a Time

ACT normally encourages group administrations for examinees with similar accommodations. However, a student testing with a reader must test individually. Readers may **not** read the tests to a group of examinees. In contrast, examinees using CDs or audiocassette tapes **may** test as a group provided they all use individual earphones and can control the progress of their own CD or audiocassette players.

Accommodated Testing Options

Students with visual impairment or blindness may use an audiocassette or audio CD, use a large-print or braille test booklet, have assistance in reading the test aloud or marking their responses, use a large-print response worksheet, and/or receive extended time. The PLAN test booklet is available in 18-point large-print and braille editions. With large-print booklets, ACT provides a large-print response worksheet that can be used by students who cannot mark responses on the standard answer folder.

Testing via audio CD or audiocassette is available; or ACT will provide instructions and a script, with or without raised-line drawings of diagrams, charts, and tables in the Mathematics and Science Tests, for a reader to read the tests aloud.

Students with hearing impairments whose hearing loss has caused a reading disability may be considered for extended time. An interpreter may assist with the pre-test information and instructions, but not the test items.

Students with learning disabilities may be eligible for extended time and/or a large-print test form or reader, consistent with testing accommodations currently provided at the school.

Students with motor disabilities that affect their ability to mark the answer folder are eligible for extended time, use of a large-print response worksheet, or assistance in marking responses.

For students who use a large-print response worksheet, item responses must be carefully transferred by school personnel to a standard PLAN answer folder for scoring. ACT will **not** score a large-print worksheet or transfer responses to a standard answer folder.

Call PLAN Customer Services (800/553-6244, extension 1029) if you have any questions about PLAN test materials available for students with disabilities.

Accommodation Codes

Accommodation Codes have been established to identify a variety of accommodated testing situations. Each of these situations involving specific accommodations/modifications have been assigned a numbering code. Please indicate the primary accommodation/modification provided for a student by marking one of the following codes at the top of page 4 of the student's answer folder (shown here).

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ROOM SUPERVISOR'S MANUAL									
Accommodations Mark only one.					Scoring Codes		Special Status Codes Mark all that apply.		
①	③	⑤	⑦	⑨	Ⓔ	Ⓕ	<input type="checkbox"/> HB	<input type="checkbox"/> ME	<input type="checkbox"/> Y
②	④	⑥	⑧	⑩	Ⓜ	Ⓢ	<input type="checkbox"/> SE	<input type="checkbox"/> M	<input type="checkbox"/> Z
							<input type="checkbox"/> LEP	<input type="checkbox"/> R	
							<input type="checkbox"/> FL	<input type="checkbox"/> X	

The codes are as follows:

1. Extended time limits with standard print materials (no other assistance)
2. Large-print test book with standard time limits
3. Large-print test book with extended time limits
4. Oral presentation from audio CD with extended time limits
5. Oral presentation (from reader's script only) with extended time limits
6. Braille test book with extended time limits
7. Scribe to transfer answers to answer folder with standard time limits
8. Scribe to transfer answers to answer folder with extended time limits
9. Assistive communication device (e.g., FM audio system) with extended time limits
10. Oral presentation from audiocassette with extended time limits

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the test is considered "non-standard." These records will not be included in any aggregated data (e.g., School Profile Summary Report, Item Response Summary Report, or College Readiness Standards Information Services reports).

Security of Test Materials

Test materials are to be kept in a secure area with limited access. Only the test supervisor and possibly a few specifically authorized persons may have access to the area. The supervisor must protect the materials from damage, theft, or loss. The Braille test booklet may be returned to ACT for a credit. The test booklet must be reusable (i.e., no permanent markings, torn or missing pages). ACT will not issue a credit if the test booklet is not in reusable condition.

PLAN test booklets and alternate formats are copyrighted and cannot be photocopied, used for any other purpose, or opened by any person other than the examinee on the test date.

Standardized Procedures

Throughout this document, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All accommodated testing personnel should read the materials provided by ACT, including the entire contents of this manual.

Accommodated Testing Room Supervisor Qualifications

The PLAN test supervisor should confirm that the accommodated testing room supervisor meets all of the following criteria:

- Proficient in English.
- Experienced in testing and measurement.
- A staff member of the institution where the test administration will take place.

To protect both the examinee and the supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should:

- Not be a relative or guardian of the examinee.
- Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.

Selecting Test Rooms

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help in having a successful accommodated testing experience.

The tests must be administered at the school or institution, not in the supervisor's home or other location. If the examinee is currently confined to his or her home or is receiving home-bound instruction, the test supervisor may allow for administering the tests in the home of the examinee. If you will be testing more than one examinee with the same accommodations in the same room, select rooms that are not so small as to be crowded. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer folders. ACT prefers classrooms and recommends no more than 10 examinees with accommodations be tested in one room.

Be sure to reserve the room for each day you will be testing. It is best to schedule consecutive days for examinees that are to test over multiple days, but you may skip a day or a weekend as necessary, as long as the tests are administered in sequence. **An examinee using a reader must be tested individually.** Examinees using cassettes or CDs may be tested together, provided they all use individual earphones and can control the progress of their own cassette or CD players, and take the same test at the same time.

Accessibility

Under the Americans with Disabilities Act, ACT tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Materials Provided by ACT

Your General Information Packet may include:

- *Room Supervisor's Manual*
- Test Booklet(s)—*Standard or Extended Time*
 - Large Type (18 pt.)—for examinees with visual impairments (if applicable)
- Braille Booklet (one volume)—one regular-type booklet included for supervisor reference. (Supervisor is not to read tests to examinee.)—*Extended Time*
- CD—(Room Supervisor is not to read tests to examinee.) See CD Information Guide below.—*Extended Time*
- Cassette—(Room Supervisor is not to read tests to examinee.) See Cassette Information Guide below.—*Extended Time*
- Reader's Script—One reference copy of regular-type booklet included for examinee. (Room Supervisor is allowed to read tests verbatim to examinee.)—*Extended Time*
- Answer Folders
- Large-Type Worksheet—If the examinee uses a large-type worksheet or writes responses in the test booklet, the supervisor must transfer the responses to the answer folder. **You must transfer responses before returning materials to ACT, as ACT will not score large-type worksheets.**

CD Information Guide

Introduction, Guidelines, General Instructions	CD 1
Test 1—English	CD 1 and 2
Test 2—Mathematics.	CD 3
Test 3—Reading	CD 4
Test 4—Science.	CD 5

Use of CD Version

CD players should have the capability to page forward or back by tracks. An index of the tracks is included with each set and should be available to the examinee. The narration on the CD cannot be recorded within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Cassette Information Guide

Introduction, Guidelines, General Instructions	Cassette A, Side 1
Test 1—English	Cassette A, Sides 1 and 2
Test 2—Mathematics.	Cassette B, Side 1
Test 3—Reading	Cassette B, Side 2
Test 4—Science.	Cassette C, Side 1

Use of Cassette Version

Cassette players should have the capability to play in fast-forward and reverse modes to allow the examinee to hear the tone-indexing beeps provided for review purposes at the beginning of passages, paragraphs, and questions. Beeps are not audible on most cassette players during normal play, allowing the examinees to test without distraction. The narration on the cassette tapes cannot be recorded within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Warn the examinee to completely stop the machine before engaging the rewind or fast forward. Failure to do so can snap the tape and damage it beyond repair. If a tape is jammed, grasp it with both hands and gently bend it in the middle several times and/or lightly tap the case repeatedly on a hard surface to shuffle the folds of the tape down smoothly.

Materials Supplied by the Test Supervisor

The test supervisor is responsible for providing the following items for each testing room:

- A supply of soft-lead (No. 2) pencils (no ink or mechanical pencils) to lend to examinees who did not bring them
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, or interval timer
- If the audio CD or cassette version of the test is being used, a recorder or playback machine (see page 8) with earphones (if examinee cannot supply one)

Materials That May Be Supplied by the Examinee(s)

Tell examinees to bring soft-lead (No. 2) pencils with good erasers to the testing session. If any of the following devices are specifically needed by the examinee, the examinee is expected to bring his or her own:

- Abacus
- Braille stylus
- Magnifying glass
- Color overlays
- Permitted calculator (if desired) for use on the Mathematics Test (See page 4 for an explanation of permitted calculators.)

Sign Language Interpreter for Spoken Instructions

If your school chooses to make available the services of a sign language interpreter, examinees with hearing impairments requiring extended time or testing over multiple days may request to test with the assistance of an interpreter. The interpreter may stay in the room throughout the administration and is expected to sign all instructions spoken by the room supervisor throughout the test and interpret any questions from the examinee to the room supervisor and his/her responses. Actual test items may **not** be interpreted without authorization from the test supervisor.

Sign Language Interpreter for Exact English Signing of Items

The interpreter is required to use exact English signing and may sign for only one student in a separate room. The interpreter must sign from the script provided and follow the same procedures as listed for a reader (see below).

Reader

A reader is required to read from the script provided without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader should read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided to the examinee through the reading.

All PLAN questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

Room Supervisor

Specific responsibilities are:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Identify and admit examinees.*
- Supervise a test room.
- Direct students to seats.*
- Distribute test materials.*
- Read test instructions.
- Walk around the testing room during testing to be sure examinees are working on the correct test and to observe examinee behavior.*
- Pay strict attention to monitoring examinees during the entire testing session.*
- Collect and account for all answer folders and test booklets before dismissing examinees.*
- Complete documentation of any irregularities.

*Proctor may assist with these activities.

Proctor

A proctor may be used to assist the room supervisor with an administration to a group of more than 10 in the same room. The proctor is to assist in the administration of the tests according to the policies and procedures in this manual. The proctor must not be a relative or guardian of any of the examinees.

A proctor's responsibilities are:

- Read and understand this manual.
- Help admit examinees.
- Direct examinees to seats.
- Help distribute test materials.
- Verify the timing of the test with the room supervisor.
- Walk around the room during testing to be sure all examinees are working on the correct test and to observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test.
- Pay strict attention to monitoring examinees during the entire testing session.
- Help collect and account for all answer folders and test booklets.

Timing

Testing with most accommodations requires extended time allowances. The test supervisor will have determined by category the time allowances for each test. These may be time-and-a-half or double the standard test time. In some cases the test may not be timed at all. If the test is timed, the room supervisor should use a stopwatch or interval timer to keep time. To verify the time given for each test, the Start and Stop times and the 5-minute time remaining should be written in the appropriate place in the *PLAN Room Supervisor's Manual*; computations should be checked carefully before time is called. Scores cannot be adjusted to compensate for a mistiming.

If a mistiming does occur, allow the students to make up the shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, do **not** interrupt their work. Wait until the current test is completed; **then**, allow the additional time on the previous test.

Test Administration Procedures

Note: A boxed question mark ? in the left margin indicates an option that should be considered before PLAN is administered.

Non-Test Sections

ACT recommends that the non-test sections be administered during a separate session **before** the test day. Administration time will be approximately 65–75 minutes. Your test supervisor will instruct you which option to use for the verbal instructions for the non-test sections:

- **Option 1**—All directions are read to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2**—Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.



Pre-ID Label Users: Regardless of the option you select above, remind students to complete their answer folders according to specific instructions for PLAN student pre-ID label users that were provided with the pre-ID labels shipped to the school.

Academic Tests

The academic tests must be administered on a single day to all students at the same time. Allow 125–135 minutes for the academic test sections, including distribution and collection of materials, instructions, and a break. Exceptions to this policy are make-up testing and accommodated testing, which are discussed in the *PLAN Test Supervisor’s Manual*.

The four academic tests must be administered in the order listed. **Observe these time limits exactly:**

English	30 minutes
Mathematics	40 minutes
Reading	20 minutes
Science	25 minutes

Verbal instructions for both the non-test and academic test sections are printed on pages 16–27. Before the test day, study the verbal instructions enclosed in boxes. Do not change these instructions in any way.

Highlight the directions for the non-test option you have been instructed to use. It is important that all testing personnel become familiar with the instructions in this manual prior to the test day.

Test Day Procedures

Previously Completed Non-Test Portions: Hand the answer folders directly to each student to assure that each student has his or her own answer folder. Once this is completed and students have confirmed they have their own answer folder, you may distribute the test booklets.

Same Day Completion of Non-Test Portions: Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each student. These materials may be counted and given to the first student in each row to pass back. The test supervisor will have informed you as to whether the instructions are to be read aloud to students or if they may proceed on their own following the printed instructions. A break will typically follow completion of the non-test portion. Wait until all students have completed blocks **A** through **U** before taking this break. Once all students have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. **Before the test is administered, no person is allowed to examine the contents of the test booklets.**

Room supervisors and proctors should walk around the room while students are completing both the non-test and test sections of PLAN to be sure students are working in the correct sections of their answer folders.

Avoiding Common Errors When Completing Answer Folders

To expedite reporting of PLAN results, room supervisors should be alert to the types of errors students commonly make when completing their PLAN answer folders. Emphasize the correct procedures to avoid these errors, walking around the testing room to observe students as they complete these steps.

In completing blocks **B** and **P–S** (student name and address):

- grid only one oval per column.
- start with the first box and first column of ovals in a block.
- grid name and address in addition to writing them in the spaces.

When completing blocks **D–O** (important record identification information), double-check for accuracy of information written in the boxes and gridded below. It is highly desirable for testing personnel to check these sections of the students' answer folders, particularly block **G** (gender), block **J** (grade level), block **K** (testing at own school), and block **L** (high school code for students not testing at their own school) since these data elements can affect School Profile Reports. ACT does not correct this information on student records after answer folders are processed.

Use of Calculators

Testing personnel are responsible for checking examinees' calculators at the beginning of the Mathematics Test. Quickly check the following:

1. Examinee is using a basic four-function, scientific, or graphing calculator. (If an examinee's primary calculator malfunctions and he/she raises his/her hand during the Mathematics Test, check the backup calculator.)
2. If an examinee has a calculator with a raised or large (one-inch or more) display, seat that examinee where his/her calculator display cannot be seen by other examinees.

If an examinee is found to be using an unauthorized calculator or using any calculator on a test section other than the Mathematics Test, tell the examinee that the calculator is not authorized and must be put away. Warn that continued use will result in dismissal. If the examinee persists, collect the test booklet and answer folder and tell the examinee he/she was warned that use of the calculator would result in dismissal and the answer folder will not be scored. Mark the answer folder VOID and record the incident on the Testing Irregularity Report (page 31). Do not return the voided answer folder to ACT.

Verbal Instructions for Student Information and Non-Test Sections

Room Supervisor Instructions: Please study these instructions before the test day. The student information and non-test sections that you are about to administer may be handled either by reading the instructions to the students (Option 1) or by leading the students through the sections as they read the instructions (Option 2). **Your test supervisor will advise you as to which option will be used.**

ACT recommends for ease of identifying the correct text for your situation that the appropriate box with a question mark next to the text be highlighted. Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the students follow instructions.

Read the first shaded block to all students (Pre-ID Label Users, Options 1 and 2). When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

Please clear your desks of everything except your pencils. During these test activities no food or drink will be permitted. Headphones are only permitted when testing with the PLAN CD or audiocassette. The information that you provide when you fill out your PLAN answer folder will be used to prepare reports for you and our school. Be careful to follow these instructions and those on the folder itself. Errors may make it impossible for ACT to prepare a report for you.

Your answer folder will be scored by computer. It is essential to follow directions and to mark your responses accurately to ensure that the responses ACT records for you are the ones you intend. Use a soft-lead (no. 2) pencil to complete your answer folder. Do not use ink or mechanical pencil. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate ovals. All errors must be erased thoroughly. If you do not use all the boxes in a block, fill in the blank oval below each empty box.

PLAN answer folders and instruction booklets are now going to be distributed. Do not mark on either of them until you are told to do so.

Distribute the answer folders and instruction booklets.

- **Pre-ID Label Users:** If your school ordered pre-ID labels, hand the answer folders with the pre-ID labels **directly to each student** to ensure each student has their own answer folder. Instruct students to carefully review the printed information on their label for correctness. If address corrections are required, students should fill in the oval in block **C**. **No changes should be made on the pre-ID label.** Students who need to correct their mailing address (those who filled in the oval in block **C**) should now turn to page 2 of their answer folder and complete only the specific block (**P, Q, R and/or S**) of the address where the correction is needed. Instructions for completing these blocks can be found on page 6 of *Instructions for Completing Your Answer Folder*. Students must leave blocks **B** and **D-H** blank.

Students should now turn to page 3 of their instruction booklet and resume with Block **I**. Block **I** asks students if they wish to participate in the PLAN Educational Opportunity Service (EOS). EOS is a free college and scholarship information service for students who take PLAN. Through EOS, ACT provides information about PLAN-tested students to colleges and universities, scholarship programs, leadership programs, and similar organizations

so they may contact students about programs and opportunities that they may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose.

Students must leave blocks **J-M** blank. Students should continue on page 3 of the instruction booklet by reading the instructions and completing block **N, Student Information**, then turn to page 6 and read the instructions for and complete block **O, E-mail Address**. All students should then continue with blocks **T-W**. **If you wish to read instructions aloud for these blocks, begin on page 19 at the paragraph that begins “Turn to page 7...”**

OPTION 1



Read these instructions if students are to follow along while the room supervisor reads aloud all instructions for completing non-test portions.

Turn to page 2 of your instruction booklet. Read the information at the top of page 2, paying particular attention to the instructions in bold-face type in the right-hand column. . . .

Now turn your answer folder so that page 1 faces you. In block **A**, print the name of the school where you are testing. . . . In block **B**, print your name in the boxes labeled **Last Name, First Name, MI** (for middle initial). Begin in the first box for each part of your name. If there are not enough boxes for your name, print as much as possible using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the correct oval in the column directly below each box containing a letter.

Enter your school assigned **Student ID number** in the boxes of block **D** beginning in the first box. [If your school does not assign student IDs, you may instruct students to leave this block blank.]

Next enter your **Social Security number** in the boxes of block **E**. Fill in the appropriate ovals. If you do not know your Social Security number or do not wish to provide it, leave this section blank. ACT will use the number only for processing and identification of your record and to match your PLAN record to other ACT tests taken at other times (such as the ACT®). . . .

In block **F, Date of Birth**, grid the month and enter the day and last two digits of the year in which you were born. Enter a zero in front of a single-digit date (e.g., if born on the 6th, enter 06). Fill in the correct ovals below each box. . . .

Fill in the appropriate oval for block **G**. . . .

In block **H**, fill in the oval next to the phrase which best describes your racial/ethnic background as commonly recognized by your family and friends.

Block I asks if you wish to participate in the **PLAN Educational Opportunity Service**. EOS is a free college and scholarship information service for students who take PLAN. Fill in the “Yes” oval if you want to let colleges, scholarship programs, and ACT know that you are interested in receiving information about the opportunities they offer. The colleges and scholarship programs that wish to contact you will receive your name, address and some of the other information you provide on this answer sheet. They will **not** receive your test scores, your SSN, or school ID number.

In block **J**, indicate your **present grade level**. (p. 10)

?

If you are testing only students from your school, say:

Now look at block **K**, **Are You Testing at the School You Attend?** Fill in “YES” in block **K** and skip block **L**.

?

If you are testing students from one or more high schools as part of a college outreach or other special program and your counselors want to receive all results for the students you are testing, have the students respond “Yes” to block **K** and omit block **L** by saying:

Now look at block **K**, **Are You Testing at the School You Attend?** In order for your PLAN results to be returned to our program, fill in “Yes” and skip block **L**.

?

If your testing group includes home-schooled students or students from another high school, substitute the following instructions for blocks **K** and **L**:

Now look at block **K**, **Are You Testing at the School You Attend?** If you are a student at this school, fill in “YES” and leave block **L** blank.

If you attend another school, fill in “NO” in block **K**. Then, in block **L**, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in “NO” in block **K** and enter **979-999** in block **L**.

If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student’s name and school. After the test session is completed, report this information to your test supervisor. If needed, the test supervisor may call PLAN Customer Services (800/553-6244, extension 1029) and ask for the correct ACT high school code to be entered in block **L** of the student’s answer folder.



If your test supervisor has indicated that students should complete Sort Codes in block **M**, distribute the test supervisor-provided instructions for completing this block now. Then continue by saying:

Refer to pages 3 through 5 in your instruction booklet to complete block **N, Student Information**. Your responses to items in this section will be used by ACT to determine if your plans, interests, or characteristics match opportunities available from colleges, universities, and scholarship programs. Read the questions and response choices carefully, then mark your responses on your answer folder in block **N**. Look up when you have finished block **N**.

Next, print your current e-mail address, if you choose, in block **O**. If you answered “Yes” to EOS in Block **I**, colleges, scholarship programs, and ACT may prefer to contact you by email. You can still receive information by regular mail if you do not have an e-mail address.

Again, look up when you are finished....

Allow 5–10 minutes for students to complete blocks **N** and **O**. When everyone seems to be finished, say:

Raise your hand if you need more time to complete these blocks. . . . (Allow additional time if necessary.)

When students have finished block **O**, say:

Turn your answer folder to page 2. Now look at blocks **P, Q, R**, and **S—Mailing Address, City, State Code**, and **ZIP Code**. To receive mail from colleges, scholarship programs, and ACT, you must fill in the address ovals correctly. In block **P**, leave a space between the parts of your mailing address. Also, if your street address has a dash (-) in it, substitute a blank. If you need to abbreviate in block **P**, use the abbreviations listed in your instruction booklet. Look at the examples on page 6 of your instruction book. For block **R, State Code**, look at the list of state codes. In blocks **P, Q, R**, and **S**, fill in the correct oval in each column below all of the boxes with your address. Please be sure that you have accurately completed the address section. This address will be used by colleges, universities and scholarship agencies if you answered “Yes” to block **I**.

Turn to page 7 of *Instructions for Completing Your Answer Folder*, and read the instructions for completing block **T, Interest Inventory**. Being careful to follow the instructions given, mark your responses for each activity.

This should take you about 10 minutes. Look up when you finish. You may begin. . . .

VERBAL INSTRUCTIONS FOR STUDENT INFORMATION

When everyone seems to have finished, say:

Does anyone need more time? (Allow additional time to complete block **T** if necessary.)

Now look at block **U, Needs Assessment**. Read the directions before you begin. Look up when you have finished. . . .

?

If you are administering **Supplemental Local Items**, distribute copies of these questions now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions, marking **ONLY ONE** response per item in block **V**. Look up when you have finished. . . .

After everyone has finished, say:

Now turn your answer folder to page 3 and look at block **W, High School Course/Grade Information**. Read the directions before you begin. Refer to page 8 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take. [If your test supervisor has prepared a list of local course titles to be used in completing this section, distribute copies to the students now.]

Look up when you have finished. You may begin. . . .

After 15–20 minutes have passed and everyone seems to have finished, say:

Does anyone need more time? (Allow additional time if necessary.)

?

If you are **NOT** continuing with the PLAN academic tests at this session, read the directions in the next box.

I/We will now collect your answer folder and instruction booklet. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Students may keep their instruction booklets or you can collect them and discard them.

?

If you are **CONTINUING** with the PLAN academic tests today, continue below:

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the PLAN tests. Our next break will be between tests 2 and 3 of the four PLAN tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the **Verbal Instructions for the Academic Tests**, page 23.

OPTION 2

Read these instructions if students are to complete the non-test sections on their own as they follow the directions printed in the booklet *Instructions for Completing Your Answer Folder*.

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If the test supervisor is utilizing sort codes (block **M**) to assist with student reports, please distribute the special sort code instructions along with the answer folder and *Instructions for Completing Your Answer Folder*.

?

If you are only testing students from your school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K**, **Are You Testing at the School You Attend?** Since you are all students at this school, fill in "YES," and you will then skip block **L**. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

?

If your testing group includes home-schooled students or students from another high school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K**, **Are You Testing at the School You Attend?** If you are a student at this school, fill in "YES" now and leave block **L** blank.

If you attend another school, fill in "NO" **now** in block **K**. Then, in block **L**, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in "NO" **now** in block **K** and enter **979-999** in block **L**. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

(If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student's name and school. After the test session is completed, report this information to your test supervisor. The test supervisor may call PLAN Customer Services [800/553-6244, extension 1029] and ask for the correct ACT high school code to be entered in block **L** of the student's answer folder.)

VERBAL INSTRUCTIONS FOR STUDENT INFORMATION

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If you are testing students from one or more high schools as part of a **college outreach or other special program** and your test supervisor wants to receive all results for the students you are testing, have the students respond “Yes” to block **K** and omit block **L** by saying:

Now look at block **K**, **Are You Testing at the School You Attend?** In order for your PLAN results to be returned correctly, fill in “Yes” in this block, skipping block **L**. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

This non-test portion will take approximately 55–65 minutes to complete. When all students seem finished or 65 minutes have passed, say:

Raise your hand if you need more time to complete the information on your answer folder. . . . (Allow additional time if necessary.)

?

If you are not continuing with the PLAN academic tests at this session, read the directions in the next box.

I/We will now collect your answer folder and instruction booklet. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Students may keep their instruction booklets or you can collect them and discard them.

?

If you are continuing with the PLAN academic tests today, continue below:

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the PLAN tests. Our next break will be between tests 2 and 3 of the four PLAN tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the **Verbal Instructions for the Academic Tests** on page 23.

Verbal Instructions for the Academic Tests

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If the non-test sections were administered on an earlier date, greet the students at the beginning of this session and be sure all students have pencils. Then redistribute the answer folders, being sure each student has his or her own folder from the earlier session.

If you are continuing with the academic tests on the same day as the non-test sections, be sure students return from the break and take the same seats they were in previously.

Please check to be sure you have your own answer folder. . . . The test booklets will now be distributed. Do not open them until I tell you to do so. When you receive your test booklet, print your name clearly and enter your School ID or Social Security number in the space provided on the front cover of the booklet. Then, read the directions printed on the back cover. After you have read them, look up. . . .

Hand each student a booklet individually; do not pass booklets back or across aisles. **Keep an exact count of the number of test booklets distributed.**

?

If your school is using sort codes to sort score reports, also instruct students to write the same code they entered in block **M** of their answer folders on the booklets above the School ID/Social Security number. This will facilitate returning the booklets along with the sorted score reports. When everyone has had enough time to write their names and read the directions, say:

Raise your hand if you need more time to read the directions. (Allow additional time if necessary.) Turn your answer folder to page 4. Compare the test form number from the front of your test booklet to the options listed in the block labeled **PLAN Form** on your answer folder. Write and grid this test form in the appropriate areas. . . .

All standard test forms will be 30B. Special format test forms being administered during the 2009–10 national testing period will be Test Form 29B. If you have a form other than 30B for standard testing or 29B for special format testing, contact PLAN Customer Services immediately. Do not proceed with testing.

When everyone has recorded this information, say:

We are now ready to begin the testing period. The use of highlight pens, scratch paper, notes, unapproved calculating devices, and foreign language or other dictionaries is not permitted. If you brought a calculator for the Mathematics Test, put it away now. **Scratch work should be done in your test booklet.** Only responses marked on your answer folder during the time allowed for that test will be counted. If you need another pencil during the test, raise your hand.

I (or we, if a proctor has been assigned to your room) will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager or cell phone, please turn it off now. These distract others and are not allowed, and may be cause for dismissal. I will keep the official time for this examination with my timepiece. I will announce when 5 minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?

If there are no questions, continue by saying:

The following behaviors are prohibited. You will be asked to turn in your test materials and your answer folder will not be scored if you are:

- looking back at a previous test on which time has already been called.
- looking ahead in the test booklet.
- looking at someone else's test booklet or answer folder.
- giving or receiving assistance.
- disturbing other examinees.
- using headphones (other than by examinees taking PLAN via CD or cassette tape under accommodated testing arrangements).
- using highlight pens, scratch paper, notes, or dictionaries.
- using a calculator on any test other than the Mathematics Test.
- sharing a calculator with another examinee.
- using calculators to share or exchange information during the test.
- using an unapproved calculating device.
- attempting to use your calculator's memory to remove test materials, including test questions or answers, from the test room.
- filling in ovals after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited. If we notice that a test has not been completed and later notice it has been, that will be grounds for marking your answer folder VOID.

Are there any questions?

Answer any questions, then continue by saying:

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you to.

You will have **30 minutes** to work on **Test 1**. During this time you are to work only on **Test 1**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet, and close the test booklet. Do not go on to the next test.



Test 1 30 Minutes

START _____

5 minutes
remaining _____

STOP _____

Set your stopwatch or interval timer to **30 minutes**, and then say:

You will have **30 minutes** to work on this test. Open your test booklet to **Test 1**, read the directions carefully, and begin work.

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for Test 1 in this manual. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board if a clock is visible to all students in the room; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 25 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 30 minutes have passed and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. . . .

When everyone has stopped work, continue by saying:

You will have **40 minutes** to work on **Test 2**. During this time you are to work only on **Test 2**. If you finish before time is called, recheck your work. Do not go on to the next test and do not work on the previous test. You may write your calculations in your test booklet. All problems on the Mathematics Test can be solved without using a calculator. However, **you are permitted to use an approved calculator on this test if you brought one with you**. You may get your calculator out now. . . .

You are not allowed to use the following types of calculators:

- calculators with built-in computer algebra systems—Prohibited calculators in this category include:
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—*Note: The **TI-Nspire** (non-CAS) is permitted.*
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, or **ClassPad 330** and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Note: letter keys **not** in QWERTY format are permitted.*

The following types of calculators are permitted only if they are modified as noted:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound.*
- calculators with an infrared data port—*Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape.*
- calculators that have power cords—*Remove all power/electrical cords.*

You are responsible for knowing if your calculator is acceptable. If you are found to be using an unauthorized calculator, you will be dismissed and your answer folder will be voided.

Testing personnel must check all calculators. (Refer to page 4 in this manual for specific guidelines and examples.) Then say:

You are responsible for making sure your calculator is working properly. We will not provide you with backup batteries or a replacement calculator. Do not share your calculator with any other examinee. If you need to use your backup calculator, raise your hand and we will check it. If you did not bring a backup calculator and yours malfunctions, continue testing.



Set your stopwatch or interval timer to **40 minutes**, and say:

You will have 40 minutes to work on this test. Open your booklet and turn to Test 2, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 35 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates **exactly 40 minutes have passed** and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. Put your calculators away now; you will not be permitted to use them on the next two tests.

Instruct students to place their answer folders inside their booklets and close the booklets. Do not allow students to leave the room except to go to the restroom; they may move around the room and talk quietly. Call students to attention after 5–10 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

You will have **20 minutes** to work on **Test 3**. During this time, you are to work only on **Test 3**. If you finish before time is called, recheck your work. Do not go on to the next test and do not work on previous tests.

Test 2	
40 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____



Test 3 20 Minutes

START _____

5 minutes
remaining _____

STOP _____



Test 4 25 Minutes

START _____

5 minutes
remaining _____

STOP _____

Set your stopwatch or interval timer to **20 minutes**, and say:

Open your booklet and turn to **Test 3**, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 15 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates **exactly 20 minutes have passed** and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. . . . You will have **25 minutes** to work on **Test 4**. During this time you are to work only on **Test 4**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet, and close the test booklet. You may not look back at any other test in the booklet. You must remain quietly in your seats until all answer folders and test booklets are collected. There must be no talking.

Set your stopwatch or interval timer to **25 minutes**, and then say:

Turn to **Test 4**, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 20 minutes** have passed and you have checked the Stop time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 25 minutes have passed and you have checked the time, say:

Stop, please. Close your booklet. Read the statement in the lower left-hand corner of your answer folder, then sign—do not print—and date your answer folder. Today's date is _____. When you are finished, turn your answer folder so that page 1 faces up and place it on your desk.

When examinees are finished, say:

I/We will now collect your answer folders. Your test booklets will be picked up individually; do not pass them in. You may not leave until everything has been checked. If you brought a calculator for the Mathematics Test, be sure to take it with you when you leave. Please remain quietly in your seats.

Collect the answer folders and turn them so that page 1 is folded to the outside. Then, collect the test booklets individually. Do not allow the booklets to be passed to the front, side, or back of the row. **You must count the test booklets and answer folders to verify that the number of booklets and answer folders distributed matches the number collected before you dismiss the students.** If you are short one or more test booklets, match the booklets with the answer folders.

Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or test supervisor. The test session is complete after all test booklets and answer folders have been collected and counts verified.

Disposition of Answer Folders and Test Materials

Checking Answer Folders

To ensure that each student's test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- ☐ Turn all answer folders the same way with the same side up; they need not be alphabetized.
- ☐ Make sure there is one answer folder for each student who took the test.
- ☐ Check the answer folders for the following and correct as necessary:
 - Are answers marked with a soft-lead pencil? If a student used a pen or marker, use a soft-lead (no. 2) pencil to mark over his or her answer choices.
 - Have all stray marks or doodles been erased?
 - Are all marks neat and dark, filling the answer spaces completely?
 - Is each student's name printed and gridded properly in block **B** (if pre-ID label has not been used)?
 - Is all student information requested on page 1—student ID number, SSN, date of birth, gender, grade, high school code (if needed), etc.—complete and accurate?
- ☐ Use the Testing Irregularity Report on page 31 to describe any irregularities that could affect students' scores (see pages 5 and 6). Forward the report to your test supervisor with the completed answer folders.
- ☐ Keep other used and unused test booklets and other test materials separate and return all materials to the test supervisor.

Accommodations Codes

The PLAN **test supervisor** should be certain that, for all students afforded accommodations for the PLAN tests, the primary accommodation/modification code is gridded in this section of the answer folder (at the top of page 4). The codes are as follows:

1. Standard print materials with extended time limits (no other assistance)
2. Large-print test book with standard time limits
3. Large-print test book with extended time limits
4. Oral presentation from audio CD with extended time limits
5. Oral presentation from reader script only with extended time limits
6. Braille test book with extended time limits
7. Scribe to transfer answers to answer folder with standard time limits
8. Scribe to transfer answers to answer folder with extended time limits
9. Assistive communication device (e.g., FM audio system) with extended time limits
10. Oral presentation from cassette with extended time

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the record will not be included in any aggregated data (e.g., School Profile Summary Report, Item Response Summary Report, College Readiness Standards reports).

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ROOM SUPERVISOR'S MANUAL													
Accommodations Mark only one.										Scoring Codes		Special Status Codes Mark all that apply.	<input type="checkbox"/> HB <input type="checkbox"/> ME <input type="checkbox"/> Y <input type="checkbox"/> SE <input type="checkbox"/> M <input type="checkbox"/> Z <input type="checkbox"/> LEP <input type="checkbox"/> R <input type="checkbox"/> FL <input type="checkbox"/> X
①	③	⑤	⑦	⑨	Ⓔ	Ⓕ							
②	④	⑥	⑧	⑩	Ⓜ	Ⓢ							

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT highly recommends that your school's test supervisor or coordinator mark this information in the shaded box at the bottom of page one of the answer folder after students have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

HB – Homebound	FL – Free or reduced lunch
M – Title I Math	ME – Migrant Education Program
SE – Special Education	X – Locally designated
R – Title I Reading	Y – Locally designated
LEP – Limited English Proficiency	Z – Locally designated

Voiding Tests or Answer Folders

If the room supervisor recommends that some or all of the test not be scored, you may void an individual test by marking the "Scoring Codes" to the right of the Accommodations Codes at the top of page 4 of the answer folder. Mark "E" to void the English Test, "M" to void the Mathematics Test, "R" to void the Reading Test, or "S" to void the Science Test.

WARNING! If scoring codes are marked, the corresponding test will NOT be scored! Please be sure the scoring codes are marked only if you want one or more test to be voided.

PLAN® Testing Irregularity Report

Room Supervisor _____

Testing Room _____

Use this form to report any of the testing irregularities described on pages 5–6. Return this completed form to your school's PLAN coordinator.

Name of Student

Explanation of Irregularity

Complete the information below and send a copy of this report to ACT if any of the following irregularities are reported: 1) defective materials, 2) student challenge of a test item, or 3) mistimings and their resolutions that could not be corrected.

School Name _____

School Code _____

City _____

State _____

Test Date _____

PLAN[®] Room Supervisor Comment Form

School Name	Test Date(s)	
Room Supervisor	School Code	
Address		
City	State	ZIP

ACT appreciates receiving comments and suggestions from room supervisors to help improve the PLAN program. If you would like a response, be sure to include your name and address.

If you have comments, please return this completed form with the PLAN answer folders to be scored.

Notes

Notes

Procedures Checklist

This checklist for the administration of PLAN is provided for your convenience. It does not replace the administrative procedures in the PLAN Room Supervisor's Manual.

Test Day

- ☐ Direct students to seats; do not allow them to select their seats.

Administration

- ☐ Distribute answer folders and instruction booklets.
- ☐ If administering PLAN in two sessions, collect the answer folders after the non-test sections are completed and store them securely until they are redistributed on test day.
- ☐ Hand each examinee a test booklet.
- ☐ Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- ☐ Administer tests in proper sequence.
- ☐ Write the **Start/Stop times** and **5-minutes-remaining time** in the manual for each test.
- ☐ Check calculators.
- ☐ Time each test exactly.
- ☐ Monitor test room by walking around to be sure students are marking their responses appropriately and to discourage prohibited behaviors.
- ☐ Document irregularities and accommodated testing administrations.
- ☐ Do not leave testing room unattended at any time.
- ☐ Collect answer folders first, then test booklets.
- ☐ Verify counts of test materials before students are dismissed.
- ☐ Review answer folders to be sure critical fields on page 1 are gridded correctly.
- ☐ Code "Accommodation" section on page 4 of answer folder of any students allowed extended time or who used accommodated test materials or had assistance.